DOCUMENT RESUME

ED 445 441 EC 308 445

TITLE	Parent's Role in Transition to Adult Life.
INSTITUTION	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.; Center for Innovations in Special Education, Columbia, MO.
PUB DATE	1999-12-00
NOTE	6p.; The development and printing of this material was supported entirely by federal funds appropriated in accordance with the IDEA.
AVAILABLE FROM	Center for Innovations in Special Education (CISE); Web site: http://www.coe.missouri.edu/~mocise; for alternative format: Tel: 800-976-2473 (Toll Free); Tel: 573-884-7275; Relay MO: 800-735-2966 (TDD).
PUB TYPE	Collected Works - Serials (022) -- Guides - Non-Classroom (055)
JOURNAL CIT	Do You Know...; v2 n1 Dec 1999
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Agency Cooperation; Delivery Systems; *Disabilities; Education Work Relationship; Educational Planning; *Federal Legislation; High Schools; *Individualized Education Programs; *Parent Participation; *Parent Role; Services; *Transitional Programs
IDENTIFIERS	*Individualized Transition Plans; Missouri

ABSTRACT

This brochure discusses the role of Missouri parents in the transition of students with disabilities from high school to adult life. It begins by outlining the requirements of federal legislation for transition planning and transition services. A question-and-answer format follows that addresses the beginning of transition planning at age 14 or younger, transition planning as part of the Individualized Education Program (IEP) process, parental preparation for discussing transition in the IEP meeting, notification of parents of IEP meetings to discuss transition, and required participants at the transition IEP meeting. The last part of the brochure describes what should be discussed at the transition IEP meeting, including instruction, related services that students may need to benefit from or have access to transition services, community experiences, employment and other post-school adult living activities, daily living skills, and functional vocational evaluation. Parental resources on transition are listed. (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 445 441

Parent's Role in Transition to Adult Life Information Brochure

Do you Know...

Volume 2, Number 1
December 1999

U S DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it

Minor changes have been made to improve reproduction quality

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Barks

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

EC 308 045

BEST COPY AVAILABLE

Do You Know ...

Vol. 2 No. 1 Information brochure December 1999

Parent's Role in Transition to Adult Life

What is transition?

When your child completes high school he or she begins adult life. Transition is the process of planning for a smooth transition to life after school. Transition services prepare the student for continuing education (college or vocational training), for employment, for independent living or living with supports, and for participating fully in the community. Transition is not just about getting a job.

You and your child are expected to take an active part in transition planning. It is important that you understand your role and responsibility in the process. The student's right to a free appropriate public education ends upon graduation with a regular high school diploma or after he or she turns 21. It is not terminated by any other kind of graduation certificate or diploma. It is important that you and your son or daughter plan ahead for that time. The school can help you make sure that he or she is prepared to become as independent an adult as possible. It is often more difficult for students with disabilities to make decisions about their future.

Transition planning is more than a nice idea, it is a requirement of the Individuals with Disabilities Education Act Amendments of 1997 (IDEA). **This is what the law says:**

> The term 'transition services' means a coordinated set of activities for a student with a disability that:
>
> (A) is designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
>
> (B) is based on the individual student's needs, taking into account the student's preferences and interests; and
>
> (C) includes instruction, related services, community experiences, the development of employment and post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation." 20 U.S.C. Section 1401(30)

In addition, the IDEA regulations say:

> Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education. 34 C.F.R. Section 300.29 (b)

So what does this mean to your child? It means that the IEP team must take into account his or her interests and what he or she wants to do after school. Your child's individual needs must be considered and goals must be developed to meet those needs. All areas of adult life must be considered.

When does transition planning begin?

It is never too early to begin talking with your child about his or her hopes and dreams for the future. Even though some dreams may seem impossible for your child, there may be other related careers in which your child might do well. The earlier children experience many different activities the better prepared they will be to make choices and decisions about their future. IDEA says the IEP must include:

I. beginning at age 14 (or younger if determined appropriate by the IEP team), and updated annually, a statement of *transition service needs* of the child under the applicable components of the child's IEP that focuses on the child's courses of study (such as participation in advanced-placement courses or a vocational education program);

II. beginning at age 16 (or younger, if determined appropriate by the IEP Team), a statement of *needed transition services* for the child, including, when appropriate, a statement of the inter-agency responsibilities or any needed linkages;...20 U.S.C. Secion 1414 (d) (1) (A) (vii)

By age 14, the IEP team must consider what courses would be best for the child, considering his or her interests and future hopes. Students must be invited to IEP meetings beginning at age 14 (or younger if appropriate). Students who plan to attend college must make sure they are meeting college entrance requirements. Some may want to take advanced placement courses. Students who want to work in a specific vocation or job will need to make sure they are enrolled in vocational education courses. If you do not plan ahead some courses may not be available for your child when needed.

At age 16, or younger if it is appropriate, the student receives transition services. The IEP team decides what those services are. Some services may be delivered by agencies other than the public school. A key element in transition is the collaboration, or working together, of various community agencies and organizations.

Is transition planning part of the IEP process?

Yes. Transition planning must be part of the IEP process. During adolescence, transition is one important part of the IEP process. Beginning no later than the student's 14th birthday, transition service needs must be considered at least annually.

How do I prepare to discuss transition in the IEP meeting?

You and your child should talk about what he or she wants to do after high school: whether to go to college, vocational school, or get a job; where to live; how to spend leisure time; and what his or her fears and worries about the future are. Discuss your child's skills—academic, vocational, social, or independent living. If your child has difficulty communicating his or her interests, you may want to find out about Personal Futures Planning. This is a planning process in which the people who are important to your child meet and talk about his or her history, what he or she likes, what your child does well, how he or she might like to live, and what your child enjoys doing for fun.

Think about all the potential resources and services that could help your child. The school may work with agencies that might provide some of the transition services. Remember to consider all resources such as brothers and sisters, church members, clubs, organizations, etc. Review your child's progress in school. Review all the available evaluation information such as vocational testing or interest inventories. You and your child may have different dreams for the future. Try to agree on some dreams before the IEP meeting. The more planning you do ahead of time, the better the transition plan will be.

How will I be notified of the IEP meeting to discuss transition services?

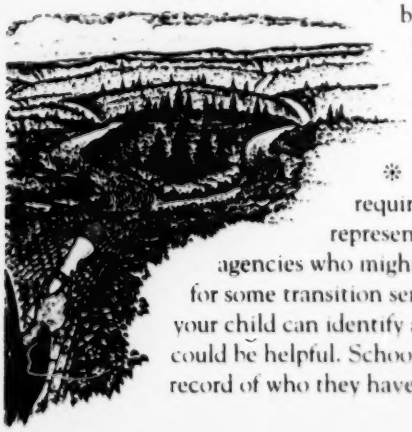
The school district must notify you verbally or in writing early enough so that you can make arrangements to attend and they must schedule the meeting at a time and place agreed upon by you and school staff. They must tell you:

- that a purpose of the IEP meeting is to consider transition services,
- that the school has invited your son or daughter to the IEP meeting, and
- that the school has invited representatives from other agencies, if appropriate (your consent is required before confidential information about your child can be shared with these agencies).

Who is involved in the IEP meeting to address transition?

In addition to those mentioned in the *Parent's Role in the Individualized Education Program*, Do You Know Series, Vol. 1. No. 1 (contact MPACT at the number listed on back if you need a copy), the following must be included:

- Your son or daughter *must* be invited. You should encourage your son or daughter to attend because his or her preferences and interests must be considered by the team.



- Schools are required to invite representatives of other agencies who might provide or pay for some transition services. You and your child can identify agencies that could be helpful. Schools must keep a record of who they have invited. Which agencies to include will depend on the student's individual needs. Some possible agencies to include might be vocational training programs, Vocational Rehabilitation, Rehabilitation Services for the Blind, regional centers for developmental disabilities, Job Training Partnership Act providers, community colleges and universities, recreational services, Independent Living Centers, and supported living providers. Due to confidentiality requirements, your consent is required before specific information about your child can be shared with these agencies.

Note: Individuals representing the school district staff may serve in more than one role.

What can I expect to take place at the IEP meeting?

For students who are 14 years old, the IEP team should consider the courses of study for the remaining school years. For students who are 16 years old, or younger (if determined appropriate by the IEP team), the team should discuss the need for the following:

- Instruction—Teaching the student.
- Related Services—Services the student may need to benefit from or have access to transition services. They may include transportation, recreation including therapeutic recreation, counseling services including rehabilitation counseling, orientation and mobility services, and assistive technology devices and services, etc. (see *Parent's Role in the IEP*).
- Community Experiences—Opportunities for the student to learn in the local community, in real life situations.
- Employment and Other Post-School Adult Living Activities—Services that lead to a job, career or other adult activities such as leisure activities or where the student will live.
- Daily Living Skills—Skills needed to perform everyday tasks such as speaking up for yourself (self-determination), personal care, cooking, money management, making medical appointments, etc.

* Functional Vocational Evaluation—Helps the student identify job or career interests and skills.

After the IEP team identifies the student's preferences and interests and the agencies and resources that may be helpful in planning your child's transition, it is time to plan together how to make it all happen. Transition should be a time for creativity and will take patience and perseverance. The IEP team will develop a transition plan. The plan may include measurable annual goals and objectives or benchmarks if the team determines they are appropriate. Since some of the transition services may be provided by other agencies, the team will identify which agency will provide or pay for each of the transition services. How much and what kind of services other agencies are expected to provide must be stated in the IEP. Any changes in the plan, other than minor scheduling ones, must be made at another IEP meeting. The school district is responsible for making sure that the student receives the services other agencies have agreed to provide. If an agency fails to provide the services, the school district must hold an IEP meeting to identify other strategies to meet your child's needs and include them in the IEP.

For more information and resources on transition, contact:

Local school district

Your child's teacher(s), building principal, or director of special education can help answer questions you may have.

Missouri Parents Act

MPACT is the parent training and information center for parents of children with disabilities. Some resources include the *Do You Know* Parent's Role brochures series, and *Building a Bridge to the Future for Young Adults with Disabilities in Missouri*, a workbook to guide the lifelong process of transition.

1-800-743-7634 outside Springfield
(417) 882-7434 in Springfield
www.crn.org/mpact

Center for Innovations in Special Education (CISE)

Resources on transition and other topics can be borrowed from the CISE library or ordered through our online library catalog.

1-800-976-2473 (MO only)
(573) 884-7275
www.coe.missouri.edu/~mocise

Special Education School Improvement-Dept. of Elementary and Secondary Education (DESE)

(573) 751-0699
Fax: (573) 526=4404
www.dese.state.mo.us/divspeced/

This brochure is the result of the collaboration of MPACT, DESE Division of Special Education, Missouri Council of Administrators of Special Education, local directors of special education, and CISE. The development and printing of this material was supported entirely by federal funds appropriated in accordance with the IDEA. It is also available at the CISE website, www.coe.missouri.edu/~mocise.

Published December 1999 by the Center for Innovations in Special Education (CISE). If you need this publication in an alternative format, contact CISE at (573) 884-7275; (800) 976-2473; Relay MO: (800) 735-2966 (TDD). Efforts will be made to accommodate your special needs.